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| Diploma Programme subject outline—Group 3: individuals and societies | | | | | | | | | | |
| School name | **Hellgate High School** | | | | | | School code | **6469** | | |
| Name of the DP subject | **History of the Americas (Junior Year)** | | | | | | | | | |
| Level  (indicate with X) |  |  |  | |  |  | | |  |  |
| Higher | X | Standard completed in two years | |  | Standard completed in one year \* | | |  |  |
|  |  |  | | |  |  |
| Name of the teacher who completed this outline | **Jennifer Copley** | | | **Date of IB training** | | | **July, 2011** | | | |
| **Date when outline was completed** | **December 27, 2011** | | | **Name of workshop**  (indicate name of subject and workshop category) | | | **United Nations International School IB Workshop** | | | |

\* All Diploma Programme courses are designed as two-year learning experiences. However, up to two standard level subjects, excluding languages ab initio and pilot subjects, can be completed in one year, according to conditions established in the *Handbook of procedures for the Diploma Programme*

If you will teach history, complete the following chart.

| Route | Prescribed subject | Topics | HL option(s) and sections |
| --- | --- | --- | --- |
| **Aspects of the History of Americas**  **Higher Level Option 3**  **Year 1** | **Topic 1: Causes, practices and effects of wars** | * **Different types and nature of 20th century warfare** * **Origins and causes of wars** * **Nature of 20th century wars** * **Effects and results of wars** | **Second World War (1939‑45)** |
| **Topic 2: Democratic states—challenges and responses** | * **Nature and structure of** * **democratic (multiparty) states** * **Economic and social policies** * **Political, social and economic** * **challenges** | **Americas: United States 1953‑73,Eisenhower, Kennedy, Johnson, Nixon** |

1. Course outline

* Use the following table to organize the topics to be taught in the course. If you need to include topics that cover other requirements you have to teach (for example, national syllabus), make sure that you do so in an integrated way, but also differentiate them using italics. Add as many rows as you need.
* This document should not be a day-by-day accounting of each unit. It is an outline showing how you will distribute the topics and the time to ensure that students are prepared to comply with the requirements of the subject
* This outline should show how you will develop the teaching of the subject. It should reflect the individual nature of the course in your classroom and should not just be a “copy and paste” from the subject guide.
* If you will teach both higher and standard level, make sure that this is clearly identified in your outline.

|  | Topic/unit  (as identified in the  IB subject guide)  State the topics/units in the order you are planning to teach them. | Contents | Allocated time | | | Assessment instruments to be used | Resources  List the main resources to be used, including information technology if applicable. |
| --- | --- | --- | --- | --- | --- | --- | --- |
| One class is |  | minutes. |
| 50 |
| In one week there are |  | classes. |
| 5 |
|  |  |  |
| Year 1 | **4. The development of modern nations 1865‑1929** | **Background: Creation, survival, expansion of U.S. from 1775 to 1865)**   * **Industrial growth and economic modernization;**   **the development of trade; neocolonialism and dependency**  **(Case study: Contrasting U.S. and Mexican industrialization)**  **• Immigration, emigration, internal migration, and the impact upon indigenous peoples**  **(Case study: contrasting U.S. and Canadian treatment of Native Americans)**  **• Progressivism, Manifest Destiny, liberalism,**  **nationalism, positivism, Social Darwinism, “indigenismo” and nativism**  **(Case study: U.S. and Canadian attitudes towards 20th Century immigration)**  **• Social and cultural changes: the arts; the role of women**  **(Case study: Women as portrayed in the art of American Mary Cassettes and Mexican Frida Kahlo)**  **• Influence of Theodore Roosevelt and Porfirio Diaz.**  **• Social, economic and legal conditions of African Americans between 1865 and 1929** | **40 class periods (2000 minutes**) | | | **Essay Examinations**  **Oral Presentations**  **Analysis of written documents including historical maps artwork, photography, primary sources, webcasts, podcasts, graphs, and charts.**  **Objective Examinations** | **Texts:**  **Howard Zinn’s**  **A People’s History of the United States**  **Alan Brinkley’s**  **American History: A Survey**  **Historical Journals**  **Library of Congress**  **Internet Resources**  **Primary Source Documents** |
| **7. The Great Depression and the Americas 1929‑39** | **Background: World War I and the Roaring/Fizzling Twenties**  **• Hoover; Franklin D Roosevelt, the New Deal and its critics;**  **• Canadian or Mexican responses to the Great Depression**  **• Impact of the Great Depression on society: African Americans, women, minorities**  **• The Great Depression and the arts: photography, the movie industry, the radio, literary currents**  **(Case study: Work of John Steinbeck and Dorthea Lange)** | **35 class periods (1750 minutes)** | | |
| **8. The Second World War and the Americas 1933‑45** | **Background: Post World War I Treaties and Empire-Building; Mexico’s Role in World War I**  **•Inter-American diplomacy; cooperation and neutrality;**  **Franklin D Roosevelt’s Good Neighbor policy**  **• The diplomatic and/or military role of the U.S. and Canada in World War II**  **• Social impact of conscription and war upon African Americans, Native Americans, women and**  **minorities**  **• Treatment of Japanese Americans and Japanese Canadians**  **• Reaction to the Holocaust in the Americas**  **• Impact of technological developments and the beginning of the atomic age**  **• Economic and diplomatic effects of the Second World War in the United States.** | **40 class periods (2000 minutes**) | | |
| **10. The Cold War and the Americas 1945‑1981** | **Background: Basic Communist Ideology as Viewed by Stalin and Mao**  **Truman: containment and its implications for the Americas; the rise of McCarthyism and its effects on domestic and foreign policies of the United States; the Cold War and its impact on society and culture**  **• Korean War and the United States and the Americas: reasons for participation; military developments;**  **diplomatic and political outcomes**  **• Eisenhower and Dulles: New Look, its and repercussions**  **• United States’ involvement in Vietnam:**  **• United States’ foreign policies from Kennedy to Carter: the characteristics of, and reasons for, policies;**  **implications for the region: Kennedy’s Alliance for Progress; Nixon’s covert operations and Chile; Carter’s quest for human rights and the Panama Canal Treaty** | **25 class periods (1250 minutes)** | | |
| **11. Civil rights and social movements in the Americas** | **Background: 9th and 14th Amendments**  **• Native Americans and civil rights: Latin America, the United States and Canada**  **• African Americans and the Civil Rights Movement: origins, tactics and organizations; the US Supreme court (1955‑65)**  **• Role of Martin Luther King, Jr. in the Civil Rights Movement; the rise of radical African- American activism**  **(1965‑8)**  **• Role of governments in civil rights movements in the United States**  **• Youth culture and protests of the 1960s and 1970s: with the growth of a counterculture**  **• Feminist movements in the United States** | **40 class periods (2000 minutes**) | | |

1. IB internal assessment requirement to be completed during the course

Briefly explain how and when you will work on it. Include the date when you will first introduce the internal assessment requirement, when the internal assessment requirement will be due and how students will be prepared to do it.

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| Using the IB model, students will practice for the internal assessment throughout the year. |

1. Links to TOK

You are expected to explore links between the topics of your subject and TOK. As an example of how you would do this, choose one topic from your course outline that would allow your students to make links with TOK. Describe how you would plan the lesson.

|  |  |
| --- | --- |
| Topic | Link with TOK (including description of lesson plan) |
| Reliability and Limitations of Resources | Students analyse a collections of paintings of Native Americans by Seth Eastman and George Caitlin, comparing them to a collection of photographs by Edward S. Curtis and Adam Clark Vroman, Students assess both mediums for time and place, point of view, and setting. Then students cite advantages and disadvantages of each medium in interpreting history. |

1. International mindedness

Every IB course should contribute to the development of international mindedness in students. As an example of how you would do this, choose one topic from your outline that would allow your students to analyse it from different cultural perspectives. Briefly explain the reason for your choice and what resources you will use to achieve this goal.

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| --- | --- |
| Topic | Contribution to the development of international mindedness (including resources you will use) |
| **Canadian and U.S. Treatment of Native Americans, 1865 to 1900**  **Canadian and U.S. Treatment of citizens of Japanese Descent, 1941-1945** | Canada: A People’s History Volume I (McClelland and Steward, 2002)  Canada: A People’s History Volume II (McClelland and Steward, 2002) |

1. Development of the IB learner profile

Through the course it is also expected that students will develop the attributes of the IB learner profile. As an example of how you would do this, choose one topic from your course outline and explain how the contents and related skills would pursue the development of any attribute(s) of the IB learner profile that you will identify.

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| --- | --- |
| Topic | Contribution to the development of the attribute(s) of the IB learner profile |
| **Immigration of the late 20th Century** | **IB students must “understand and appreciate their own cultures and personal histories” while “seeking and evaluating a range of points of view.” In examining the influx of immigrants to the U.S. and Canada from 1840 to 1900, students will explore the needs of the incoming Europeans and Asians, balancing them against the needs of the native peoples already inhabiting the land so eagerly advertised for sale to the immigrants.** |

1. Resources

Are instructional materials and other resources available in sufficient quality, quantity and variety to give effective support to the aims and methods of the courses? Will students have access to resources beyond the ones available at school? Briefly describe what plans are in place if changes are needed.

**Each student will have access daily to two textbooks of U.S history. The district’s print shop will print, with attention to copyright law and for educational purposes, articles and chapters from historical journals, the Library of Congress, and online sources. Primary documents, not subject to copyright, will also be printed for student use.**

**In addition, the classroom will have available library resources from the high school, city-county, and university.**

* **Texts for Individual Students**

**A People’s History of the United States by Howard Zinn**

**American History: A Survey by Alan Brinkley**

* **Resources for Students/Teachers in the Classroom**

**After the Fact: The Art of Historical Detection by James Davison and Mark Lytle**

**Historiography: An Introduction by Roger Spalding and Christopher Parker**

**History of the Americas by Oxford Press (designed for IB Higher Level Option 3)**

**Modern Latin America by thomas Skidmore**

**Born in Blood and Fire: A Concise History of Latin America (Second Edition)**